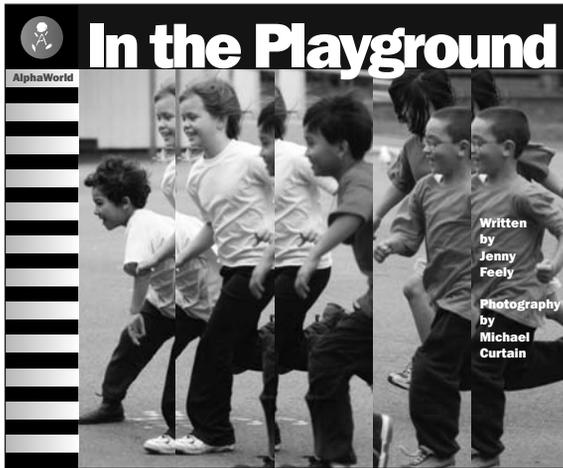


## In the Playground



**Topic:** School and community

**Curriculum link:** Society and Environment; Personal Development

**Text type:** Recount

**Reading level:** 7

**Word count:** 129

**High-frequency words:** my, is, I, like, to, with, on, the, we, in, has, a, put, it, how, when, all, and, of, they, are, good, at, them

**Vocabulary:** play, friends, bars, sandpit, truck, hopscotch, basketball, skipping, hide-and-seek

**Possible literacy focus:**

Using the first person when recounting experiences.

### Follow-up activities

#### Oral recount

Invite a child to recount their experiences of playing in the yard at playtime. Scribe their story onto a large chart, writing it in the first person. For example:

Today I played chasey with three of my friends.  
Their names are Ben, Jane and Paula.  
Then I had a swing. Tom pushed me.

Explain to the children that this is written in the first person using 'I'. Have another child retell this story in the third person. Scribe this story too. Discuss the different words used to indicate the main character: 'I', 'my', 'me', and 'She', 'her', 'Jenny'.

Have the children recount their own playground story to a friend, who then retells it in the third person.

#### Games – then and now

Ask children to interview a parent and/or grandparent or older friend about the games they used to play when they were at school. Discuss the results.

*What games or activities are the same?*

*What are different? Why?*

*What equipment do you need for games today? What equipment did they have in the past?*

*Did you find that you and the person you interviewed liked the same types of games?*

*What sort of games do you think children will be playing in the future?*

#### Playground timelines

Ask the children to think about what they did at playtime. They can list the things they did on small cards, then order them chronologically. This could form the basis for a timeline showing what activities were undertaken across a recess break. Provide long pieces of paper and encourage the children to think about which activities took the longest and how they will show this on the timeline. Encourage children to use captions (modelled on the text in the book) to support the timeline.

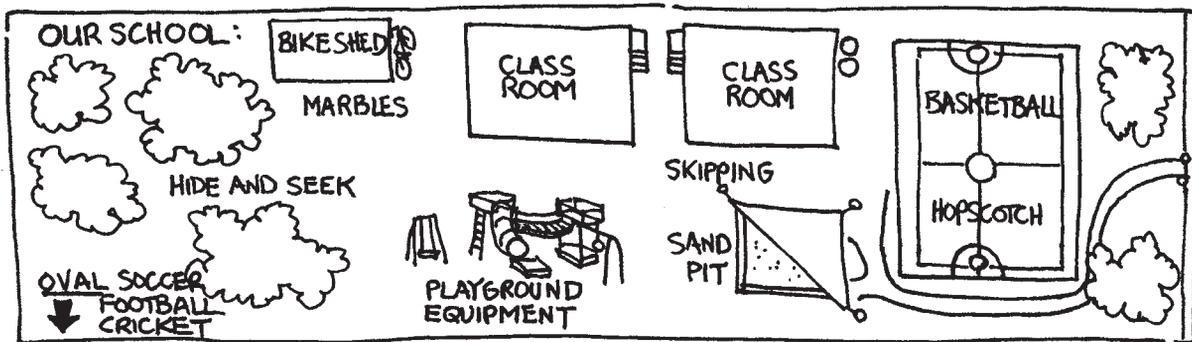
# Playground map



You will need:

large piece of paper, felt pens

1. Draw a map of your school.
2. Write labels.
3. Show the games you can play in the school yard.



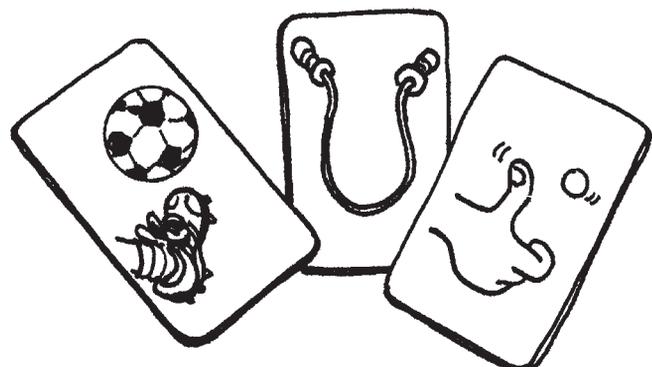
# Playground pretend



You will need:

cards, pencils

1. Make some cards showing playground games.
2. Choose a game card. Act out the game.  
Who can guess what you are doing?



Name \_\_\_\_\_

# Playground profile

Write.

My name is \_\_\_\_\_

I like to play \_\_\_\_\_

I like to play with \_\_\_\_\_

Draw and write.



**Instructions** Ask the children to complete each sentence to create a playground profile about themselves. They can then draw and write about what they will do during the next playtime.

Name \_\_\_\_\_

# The best playground

Design a playground.



Write about what you would do in the playground.

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**Instructions** Ask children to design and draw the playground of their dreams, then write about what games they would play there and who they would like to play with in their playground.